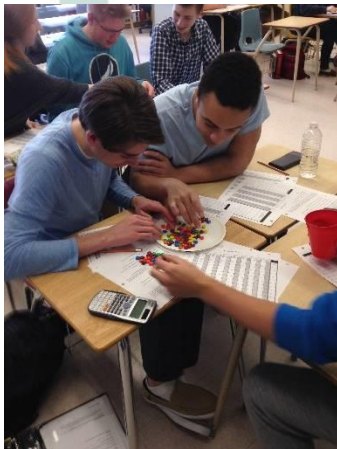


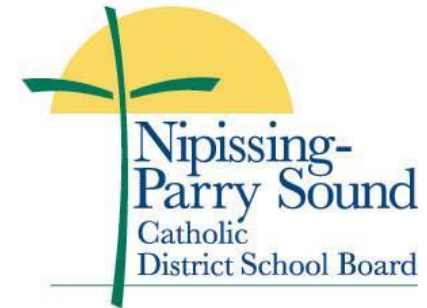
# Opportunities For Learning

## Our Journey



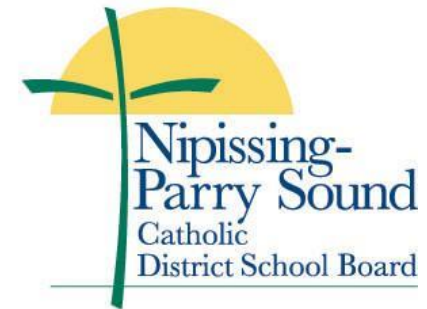
Rooted In Faith • Alive In Spirit

# Context of School



- St. Joseph-Scollard Hall Catholic Secondary School, North Bay, ON
- Student population – 850 students
- 9-12
- Only Secondary school in our Board
- 4 sections – 9 academic math
- 4 sections – 9 applied math
- Project involves more than just grade 9 applied classes

# Focus Area – Assessment & Evaluation



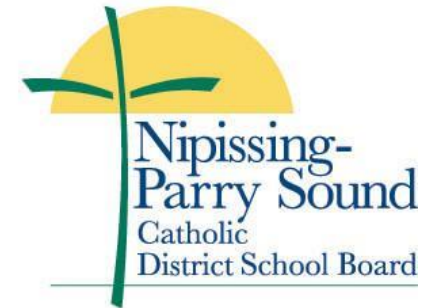
Board BIPSA focus - School wide focus and consistency for all departments, part of our SIP for past 2 years

Natural fit for the Grade 9 OAME project

**Year 1** – focus on the '*learning*' linked to A&E, support from Ministry of Education (Paul Walsh)

– planning from the curriculum expectations – learning goals – success criteria – student feedback – student work

# Focus Area – Assessment & Evaluation

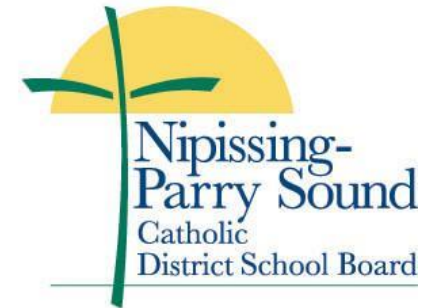


**Year 1 Reflection (August OAME Institute)** – did lots of *learning* around AFL/AAL, wanted to move into the '*doing*'

## **Year 2**

- focus on implementing AFL/AAL in our math classes based on where we were at in our learning, taking *risks* and trying new practices, sharing with the rest of the team through classroom visits and regular PLC's
- expand into elementary (Grade 7&8) for consistency in practice and to support student transitioning

# What We Tried



**Chris MacLeod – Grade 7&8 Teacher**  
**Mother St. Bride Elementary School, North Bay**

- Focussed on using checkpoints for learning
- Checkpoints are used throughout the unit in order to give the students immediate feedback
- Consistent use of checkpoints resulted in increased success rate
- Not used for marks

## Checkpoint – Adding Integers Using Number Lines



- ☐ *Green*
- ☐ *Yellow*
- ☐ *Red*

Name: \_\_\_\_\_

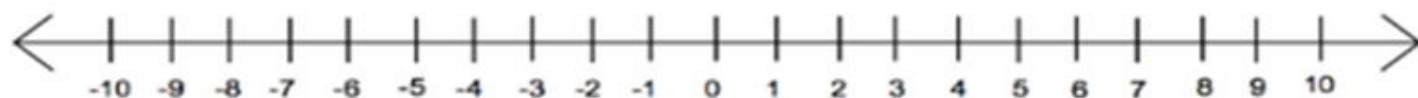
Date: \_\_\_\_\_

- ☐ Student can successfully add integers using number lines. Continue to practice to maintain skill.
- ☐ Student still developing skill. Seek extra assistance.

1. Add each of the following using the number lines.

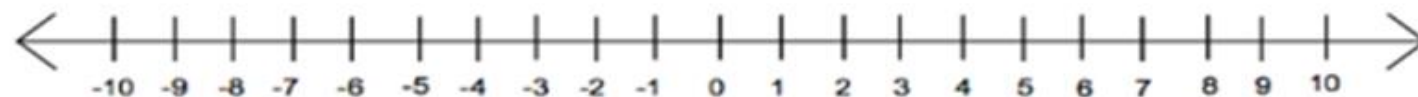
a)

$$(-6) + (-2) = \underline{\hspace{2cm}}$$



b)

$$(+4) + (-3) = \underline{\hspace{2cm}}$$



**James Williamson**  
**Curriculum Lead and Grade 9 Academic Teacher**  
**St. Joseph-Scollard Hall CSS**

- Included expectations and learning goals in all lessons
- Used Developing Proficiency Quizzes as Afl and Aal.
- Designed tests based upon the expectations - gave students a *"Tracking Sheet"* with the expectations on the test before the test
- Allowed students to *"retry"* concepts they did not understand

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Developing Proficiency – Solving Equations

<b>Expectation</b>	<b>Target Met</b> (Practice Occasionally)	<b>Still Developing</b> (Seek Extra Help)
Can solve first-degree equations with brackets	<input type="checkbox"/>	<input type="checkbox"/>
Can properly communicate the process used	<input type="checkbox"/>	<input type="checkbox"/>
Can properly check a solution	<input type="checkbox"/>	<input type="checkbox"/>

**Solve. Describe** each step of your solution. **Check** your answer.

$$3(x + 1) = 5(x - 3)$$

Name: Solutions

Date: \_\_\_\_\_

**Developing Proficiency – Solving Equations****Expectation****Target Met**  
(Practice Occasionally)**Still Developing**  
(Seek Extra Help)

Can solve first-degree equations with brackets



Can properly communicate the process used



Can properly check a solution

**Solve. Describe** each step of your solution. **Check** your answer.

$$3(x + 1) = 5(x - 3)$$

⑤

✓ -simplifies.

⑧  $3x + 3 = 5x - 15$  ✓

✓ { Use the distributive property to get rid of the brackets. }

$3x - 3x + 3 = 5x - 3x - 15$  ✓

✓ { Subtract  $3x$  from both sides to get the variable terms on one side. }

$3 = 2x - 15$  ✓

✓ { Simplify. }

$3 + 15 = 2x - 15 + 15$  ✓

✓ { Add 15 to both sides to isolate the variable term. }

$18 = 2x$  ✓

✓ { Simplify. }

# MPM 1DC Tracking Sheet for Chapter 4 Test

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Preparation

E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement

	Level	Comments
Chapter Overview		
Practice		

## Test

Topic	Expectations	Total Marks	Score	Retry? (✓)
Solving Equations	NA2.3, NA2.7	32		
Graphing Lines	AG1.2, AG1.3, AG3.1, AG3.5	27		

Total Score: \_\_\_\_\_ out of 59

## Reflection

State below your strengths and weaknesses on this test.

## Plan for Improvement

In order to be able to retry a topic, you need to provide to me the following before I grant you an opportunity:

- 1) You need to be able to identify why you were not successful for each topic.
- 2) You need to provide proof to me that you be more successful if given another attempt.
- 3) You need to meet with me to discuss points 1 and 2 above for each topic you are going to retry.

Parent/Guardian signature: \_\_\_\_\_

**Carlo Celebre**  
**Grade 9 Applied Teacher**  
**St. Joseph-Scollard Hall CSS**

Assessment *for* learning - Success Criteria, and Learning Goals

1. Blank Assessments: used after learning goal(s) and success criteria are introduced to students.

- They allow students to show their understanding in a risk-free environment.
- These assessments allow for the opportunity to assess student progress, help further student learning, and allow for reflection/feedback.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Developing Proficiency – Solving Equations****Learning Goal:**

Students should be able to solve equations and verify solutions where the variable appears on both sides of the equal sign.

**Instructions:**

Show clear, well-organized evidence to demonstrate your understanding of the above learning goal. You may consider using pictures, numbers, and/or words.

Level	R	1	2	3	4
Grade	0 10 25 40	52 55 58	62 65 68	72 75 78	82 87 92 97 100
Criteria	Still Developing (Seek Extra Help)			Target Met (Practice Occasionally)	
Inverse Operations	<input type="checkbox"/> No attempt	<input type="checkbox"/> Inverse operations are not used correctly, however an attempt was made.	<input type="checkbox"/> Inverse opposition is used correctly once.	<input type="checkbox"/> Inverse oppositions are used correctly, but not clearly more than once.	<input type="checkbox"/> Inverse oppositions are used correctly and clearly all of the time.
Verification	<input type="checkbox"/> Completely Blank	<input type="checkbox"/> A check is done correctly. With the incorrect solution and/or therefore statement.	<input type="checkbox"/> A check is done correctly. With the correct solution and no therefore statement.	<input type="checkbox"/> A check is done correctly, but not clearly. With the correct solution and therefore statement.	<input type="checkbox"/> A check is done correctly and clearly. With the correct solution and therefore statement.

☐ Self Assessment

☐ Peer Assessment

Name: \_\_\_\_\_

Success Criteria:

- ☐ A \_\_\_\_\_
- ☐ B \_\_\_\_\_
- ☐ C \_\_\_\_\_
- ☐ D \_\_\_\_\_
- ☐ E \_\_\_\_\_

Question/Solution:

Feedback:

## 2. Learning Goal Booklet

Students use this booklet to help keep them organized with their learning. They may reference this information during assessments and evaluations. This is a great summary of their learning in preparation for EQAO and final evaluation(s).

Course: \_\_\_\_\_

Name: \_\_\_\_\_

*Learning goals* are brief statements that describe, for students, what they should know, understand, and be able to do by the end of a period of instruction (e.g., a lesson, a cycle of learning, a unit, a course). They represent a subset or cluster of knowledge and skills that students must master in order to successfully achieve the overall expectations.

*Growing Success*

Define, in your own words, what learning goals are.

*Learning goals are...*

---

<i><b>Date:</b></i>	<i><b>Unit:</b></i>	<i><b>Learning Goal:</b></i>	<i><b>Success Criteria:</b></i>

**David Briggs**

**Math Teacher - St. Joseph-Scollard Hall CSS**

Pod system to support assessment *as learning*

- Peer and self assessment through developing proficiency quizzes
- Student voice and math talk
- Collaboration (student-student and teacher – student)

**Derek Belanger, Principal**

**Joe Bitonti, Principal – Student Success**

- Principal as co-learner
- Being present
- Support to take risks and fail
- Supporting conditions for success to take place and grow
- Parallel learning as students and teachers
- Principal Learning Team: How can I improve my ability to influence and support assessment for and as learning practices within classrooms and with my teachers?

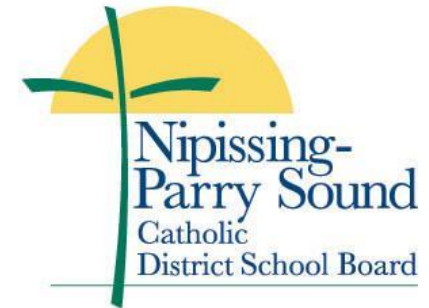


## Principal Learning Team Learning Goals

- We are learning to support our teachers in the use of Assessment for and as learning to improve student achievement (Content Focus Area: Mathematics)
- We will continue to learn how to establish the conditions that support collaborative inquiry by providing leadership, creating a safe learning environment and building commitment.
- We are learning to deepen the collaborative inquiry process by: including students, assessing our impact and using the professional learning cycle.

## Our initial focus had far reaching and unanticipated impacts such as:

- Embedded use of a variety of technologies
- Collaboration that pushed everyone's thinking and comfort level
- Introduction of learning walks
- NTIP mentoring
- Department and school wide 'spread'
- Growth mindset
- Student voice
- *Messy is good!*



## Contact Information

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Joe Bitonti, Student Success Lead

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James Williamson, Curriculum Lead + Teacher

[williamj@npssc.ca](mailto:williamj@npssc.ca)